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ABSTRACT

The objective of this document is to provide the school principal with some understanding of the concepts of adult learning and development and an awareness of some of the processes and techniques involved in a staff development program. Chapters present a paradigm for growth, cover the planning of the staff development program, provide perspectives on understanding adults and their development, characterize "the enabling person," outline approaches to organizing for staff development, discuss ways to present information and explore dimensions of small group interaction processes and their potential for effective staff development. Experiential activities for staff development programs are suggested and formative and summative approaches to program evaluation are explained. New competencies required of the school principal for facilitating organizational change to implement Public Law 94-152: the Education for All Handicapped Children Act (1975) are listed. Although the material can be used by anyone conducting staff development programs and sessions, it is advised that additional material and actual training may be necessary before competency is acquired. (Author/RH)

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the principal and staff development in the school

With a special focus on the role of the Principal in Mainstreaming

by
Gordon J. Klopf

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PREFACE

He only earns his freedom and existence
Who daily conquers them anew.

Goethe

The objective of this document is to provide the school principal with some understanding of the concepts of adult learning and development, and an awareness of some of the process and techniques of a staff development program. Although reference is made to the school principal, the material can be used by anyone conducting staff development programs and sessions. To be able to actually conduct the wide range of activities presented here, one might require additional material and actual training before one can be competent in conducting them.

Developing support of community and policy groups such as boards of education for staff training programs is essential for the development of a program. This is in itself a process which needs competent planning and leadership. No small start towards support for staff development programs is being sure that those one does sponsor even in small ways are effective.

The development of this document is the work of a number of individuals. Some parts of two of the present sections were written with Adena Joy and Garda Bowman and originally published in **A Learning Team**. Garda Bowman also shared in the writing of the chapter on Evaluation. The concepts and ideas presented are from many sources including Elizabeth Gilkeson, Hyman Wolotsky, Anne Smith, Anne Siegel, Theresa Held, Jacqueline Rosen, Gordon Mack, Robert Galligan, Susan Ginsberg, James Schmunk, Isolina Ferre, Wilton Anderson, Edythe Gaines, Nola Whiteman, Donald Bigelow, Ben Roter, Bill Smith, Ruth Holloway, Francis Roberts, Wilbur Rippy, Judith Burnes, Sallie Blake, Kevin Brennan, Elsbeth Pfeiffer, Sylvia Ross, Gail Hirsch, Selma Sapir, Allen Conroy, the principals in the Project, **Developing the Role of the Elementary School Principal as an Educational Leader**, and the participants in ten areas of the country in the Project, **Multi-Dimensional Team Training in Analysis of Communication in Education.** Garda Bowman and Hyman Wolotsky served as editors and supported the writing in many ways. A special tribute for her guidance and support goes to Ethel Scheldon, my coworker, in all these programs. The new chapter on the role of the principal and mainstreaming was written in collaboration with Dorothy Carter. Edward Terrill assisted with the revision of the total text and the Bibliography. Principals in two Leadership Programs sponsored by the Pittsburgh Board of Education, the Allegheny County Intermediate Unit, and the Richard King Mellon Foundation have shared their ideas and reactions. The Bureau of Education for the Handicapped, U.S.O.E., also contributed greatly to the chapter on Mainstreaming.

Joan Reid typed the manuscript a number of times, and her patience with odd inserts and difficult writing is deeply appreciated.

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CHAPTER ONE

INTRODUCTION: A PARADIGM FOR GROWTH

> Although we are by all odds the most social of all social animals—more independent, more attached to each other, more inseparable in our behavior than bees—we do not often feel our conjoined intelligence. Perhaps, however, we are linked in circuits for the storage, processing, and retrieval of information, since this appears to be the most basic and universal of all human enterprises...The circuitry seems to be there, even if the current is not always on.
>
> **Lewis Thomas**

The school as an organization must see itself as a growing organism, a learning community, an open living system. Many significant developments of the educational scene reinforce the need for the school as a complex of human and other resources to see itself as a self-renewing enterprise: e.g., the tremendous advancement of knowledge in all areas including learning, the rights of individuals to achievement of their full potential and the need for a more effective human society, the more vigorous involvement and expectations of parents and, communities, the

mobility and shifts in school populations, and the increased commitment to be accountable.

The social system of the school consists of many subsystems, mosaics, and groups of individuals. The responsibility for the movement of a school with all its complexities towards achieving its goals, objectives, and programs belongs to the principal. There are a number of enabling and training functions the principal and the leadership support system of a school—assistant principals, grade leaders, unit or area heads—have to perform to insure that the school will become a more effective learning enterprise. This does not mean that in initiating change the principal does not also attempt to improve the school's organizational structure and process. A poorly organized school can itself oppress the staff and prevent it from realizing its potential. However, this document will deal more with changing individuals, who act within the structure of the school, as well as with changing their values and competencies. Hence only the functions of the principal which relate to the role of staff developer, trainer, and enabler will be emphasized herein. A new chapter on the role of the principal and the mainstreaming program in a school is included in this revised second revision.

The ultimate purpose of staff development programs in schools is to improve education for children and youth. An underlying theme of all staff development programs is that the adult must see learning and the acquisition of new competencies as a life long process. This is a process that includes reading, thinking, observing, and the acquisition of new knowledge and techniques, as well as the ability to analyze situations and initiate new behaviors and ways of working on the basis of that analysis.

The principal is the key individual in the school setting responsible for the staff development program. The establishment of the climate and the involvement of persons and resources to support staff development is the responsibility of the principal.

The responsibility begins with some awareness of what the climate is, its social architecture. What is the morale like—its moods and rhythms? What are the values and belief systems? What is the school power structure? Who are the iconoclasts? Where are the idiosyncracies? Have staff been marking time and

evading real issues? What are the rituals? What are strengths of how the staff functions as a group?

Is the feeling level congenial? Are the goals diffused and questionable? How inbred is the staff? Is there sufficient mutual support? Who are the complainers, the facilitators, the hard working, the creative people? What is the content of gossip and small talk? Where are the veins of gold? Is there an atmosphere of movement and growth or destructiveness and cynicism? Is there a spirit of pride and quality? Where is more than the single vision? What are the roots and foci of some of the problems and sources of strengthening energies? As the principal begins to probe these questions and others which enhance perspective on the climate of the school, a catalogue of the totality will emerge and hopefully provide the necessary framework for developing a staff development program.

The principal who is cognizant of the culture and social system of one's school then needs to be analytical about self. A staff training program develops not only from the needs and strengths of the milieu in which the principal is working but with an awareness of one's own competencies, philosophy and weaknesses as a principal. The role the principal is to play in the program depends upon an intensive sensitivity to the strengths and needs one brings to the situation.

Principals need to recognize how much they know about instruction, childhood and learning and teaching styles. Is the role that of initiation, planning, coordination, and facilitation, or can the principal actually assume direct training roles. Some believe that the status and authority of the principal prevent the enabling role to be assumed by a person responsible for a school. This depends upon the person and the respect commanded from others. The reality is that if principals don't assume the responsibility for staff development and some enactment of a real enabling role there may be no one in the system to do it.

CHAPTER TWO

PLANNING THE STAFF DEVELOPMENT PROGRAM

> Human dignity does not reside in surrendering the sweetness of life but rather in satisfying the need to explore it courageously until the full range of our capacities is fulfilled.
>
> **Alvan L. Barach**

Planning is the first step of developing a staff development program. An outline of the elements to consider in planning staff development programs is as follows:

1. Assessment of the needs of staff—based upon school's goals, objectives, and program.
2. Goals of a long term staff development program.
3. Objectives of a year's program.
4. List of events and activities which will enable objectives to be met.
5. Review of resources available for conducting the program.
6. Calendar of dates and times.
7. Selection of satisfactory spaces and settings.
8. Revisions of calendar as year progresses with eliminations, substitutions, and additions on the basis of reassessment.
9. Plan for evaluation, both on-going and final.

The selection of the training mode or strategy to be used will depend upon an appraisal of all the dimensions of the setting and group, the objectives to be attained, and the resources available. If there is a need to have staff develop more awareness of itself, an experiential growth session at which persons develop some open interaction would be conducted provided there were leadership

available to conduct that kind of session. The modes of training are related to what the planners and the trainer want the outcome to be. If new teaching behaviors are the objective, then there must be a process which gives the participants opportunity to enact them and have feedback. A sequence of activities may be needed—a talk and film, a demonstration, a site visit, and assistance in the actual classroom with observation of teaching and feedback. However, some teachers capture an idea in a single seminar or workshop, try it out, and then desire some help with problems they confront in trying the new practice.

Whether or not a program is perceived as a continuing one and each activity is part of a sequence, there needs to be a statement of the purpose or objective for a particular event. The total program may be initially described with a set of long range goals and then objectives for each event. Each event needs to be viewed as part of a whole. All of the planning needs to be done in terms of the needs of the participants in the program. If evaluation is continuous, feedback may indicate the need for changes and hence flexibility is essential.

The content and process of a program or activity will depend upon the quality of resources available. Adults do not have high tolerance for training sessions which do not seem relevant or are of poor quality. The selection of the individuals involved in training, media used, and other resources involved needs great care. If another school or classroom is to be visited, the visit should be relevant to the objectives of the program.

The space to be used for training, the length and frequency of sessions, and other time factors need serious thought. Only too frequently a workshop is conducted when no one is available to attend or at the end of the school day when staff is tinged with educational weariness. The building, the site, the room, the furniture, the decor, the light, and the noise level need to be considered.

The principal works with a staff and parents to develop goals and objectives for a particular school in terms of the needs and characteristics of the child population and what the community, the parents, and the staff believe is important for the children. This involves a program of assessing needs of children, thinking

through and stating what is believed to be good educational outcomes for children and clarifying and declaring goals and objectives with the necessary program strategies to carry them out. Each classroom teacher or staff person responsible for a group of children needs to carry out the same assessment process and development of goals, objectives, and strategies. A principal provides the leadership for the planning process as well as a program for assessing and measuring the degree to which the school as a whole and particular teachers are moving towards accomplishing stated objectives.

Initiating this total planning process requires a staff development program in itself and a leadership which has knowledge about processes of planning.

To begin this kind of planning the principal may need to seek the help of a continuing consultant, to attend seminars which focus on planning, and to read and study the literature relating to planning. The principal will want to include some of the school staff in a team to train other school personnel how to use effective planning processes. New professional competencies do have to be acquired.

In-service programs in single schools may be part of a more comprehensive school district plan which provides training opportunities in planning. If not, then an institution of higher education and/or other training and consultative agencies may be needed by the principal to help him or her develop competencies for planning as well as for organizing a staff development program.

To enable a school staff to move towards fulfilling declared objectives should be a staff development program for members of the school community, which might also include parents. The needs of a school program determine the goals, objectives, and specific training activities. The objectives must be stated clearly for each single activity and viewed as part of a total program of learning for the participants.

Developing a training program requires groups of teachers, specialists, the principal, and the leadership support team to identify the human resources in the school and available to it. For

example, if a school objective is the greater integration of the arts in the curriculum, it will be necessary to find resources that are available in the community, in the parent group, and in the staff who are competent in the arts. Teachers who by self analysis or through consultation with the principal or a specialist find themselves lacking certain competencies for integrating the arts in their classroom life will need training opportunities.

However, a school's staff development program needs more than the presentation of programs. Staff growth and change is a process, not an activity, the heart of which is the enabling role of one individual with another. Central to this process are the principals. They need to gain the competencies to enact certain functions of the enabler role. However, all staff members can serve as enablers as they work with one another. The teacher who has a paraprofessional should be an enabler. This assistant may be more knowing about the particular community and child population and serve in turn as an enabler to the teacher. The school is truly a community of learners, each giving and sharing in the total planning and growth with one another.

Again it must be stated that this process just doesn't happen; it takes a competent principal who can initiate, facilitate, energize, and make things happen. The principal as an educational leader uses self as an enabling resource for the staff by:

1. Adding to the staff's understanding of the education and social role of the school in the rapidly changing American society.
2. Analyzing the climate for change in the school setting and outlining strategies for change to teachers and other school personnel.
3. Accurately identifying the characteristics of the community, such as social class(es), community power structure, cultural values, interest groups, and pressure groups.
4. Developing survey procedures suitable for assessing the educational needs and expectations indigenous to the community and child population.
5. Proposing educational programs appropriate to the fundamental concepts of child development and human development.

6. Adding to staff's understanding of the fundamental concepts of child development and human development.
7. Developing team relationships among staff members by—
   a. functioning effectively as a leader of the staff team;
   b. functioning effectively as a member of the staff team;
   c. delegating staff development leadership responsibility to members of a staff team.
8. Making self available to and encouraging teachers to express their individual problems, needs, feelings, and frustrations.
9. Working with parents, teachers, and other school personnel to develop goals and objectives for the school.
10. Enabling teachers and other school personnel to implement strategies for carrying out school objectives.
11. Enabling teachers to develop and implement objectives for themselves and the class.
12. Working with the teachers and other school personnel to develop and implement an assessment program for measuring the school's effectiveness.
13. Eliciting and making programmatic use of ideas and suggestions from—
   a. teachers;
   b. other school personnel;
   c. students;
   d. parents.
14. Encouraging colleagueship between the paraprofessional and the professional staff by including paraprofessionals in professional staff meetings and in-service workshops.
15. Implementing and facilitating individual teacher's self-evaluation as part of the teacher evaluation process.
16. Helping teaching staff develop procedures for:—
   a. diagnosing the learning needs of children;
   b. diagnosing the learing styles of children;
   c. identifying the special strengths, needs, abilities, and interests of children;
   d. prescribing individualized curriculum on the basis of this diagnosis.

17. Providing release time for regular participation in in-service workshops for teachers and instructional paraprofessionals.

18. Offering experiential workshops in each curriculum area, as well as in planning and development, making materials, use of A-V equipment, use of the community as a resource, record keeping, and assessment.

19. Offering opportunities for teachers to visit effective programs—
    a. in their own school;
    b. in other schools.

20. Providing for staff attendance at institutes, resource centers, conferences, seminars relevant to their individual professional needs.

21. Demonstrating instructional skills and strategies for implementing curriculum.

22. Effectively communicating information about programs and materials in each major curriculum area.

23. Identifying and providing new materials, sources, resources, equipment, etc.

24. Helping staff develop and maintain a professional library.

25. Giving feedback to teachers based on regular observation of classroom role performance and interaction with and among students.

26. Identifying those aspects of a teacher's performance in need of development and suggesting alternative approaches to improvement.

27. Varying the leadership role with classroom teachers from supportive to directive, depending upon individual needs.

28. Using such personal interaction techniques as consultation, encounter, confrontation, negotiation, and counseling, as required in each situation.

29. Using such group training techniques as role playing, case studies, growth exercises, and games.

30. Selecting a trainer* who is known as a committed, an inquisitive, at times daring, a valuing, a knowing, and a valiant person.

All of these competencies are based on the principal having a concept of the person as continually developing and on the principal believing in the worth and potential of each adult and child in the school setting. The school must be seen as an instrument for improving the quality of life for the person as well as the whole human community. Processes, activities, and programs as well as individual behaviors are seen as means in themselves for enacting a concept of this belief in the worth and development of the person who is viewed as a growing, developing organism moving through the cycles of life with a set of values and the potential for ever changing responses to new situations.

> The greatest derangement of the mind is to believe in something because we wish it to be so.
>
> **Louis Pasteur**

* The trainer cannot profess to care or to espouse, or take a public position on, a mythical and fashionable humanistic approach in education when personal behaviors reflect basic hostilities, angers, sarcasm, rigidities, and low tolerance for error.

CHAPTER THREE

LEARNING TO UNDERSTAND ADULTS AND THEIR DEVELOPMENT

> ...students of human development are increasingly recognizing that adulthood is not one homogenous stage but is a series of stages and that adults change in somewhat predictable ways as they grow older.
>
> **Virginia R. Griffin**

> ...adulthood is not a plateau; rather, it is a dynamic and changing time for all of us.
>
> **Roger L. Gould**

> A goal of dignity worthy of man is aging without abdicating a single faculty, instinct or inclination.
>
> **Alvan L. Barach**

As the individual moves through the cycles of life, from infancy to old age, changes are constantly taking place within the person as well as in the range of settings in which everyone lives and works. The school staff person who assumes responsibility for enabling the adults in a particular school setting to respond to the needs of the children in ways which maximize learning will need to

know something about how adults learn and some of the characteristics of different life cycles.

If teachers must understand the children and youth with whom they work, then it is equally incumbent upon the principals or staff person involved in training to understand the adults with whom they work, both in their infinite variety as individuals and in relation to those factors which may be generalized. Adulthood has had less study than developmental stages of childhood and adolescence. The analysis has seemed to terminate with the last stages of adolescence as if no further development takes place thereafter. Until recently, many of the resources on adulthood are findings of those who have worked with the mentally ill or neurotic, are replete with religious and moral implications, or are the conjectures of journalists who specialize in human affairs.

A general body of literature describing normative patterns of adult behavior and development is emerging. The person responsible for training programs for adults will do well to read current journals, periodicals, and books on the behavioral and social sciences and related areas. The bibliography of this publication carries a listing of relevant literature.

Five basic considerations for adult change are discussed here:

Clarity of Role Expectations and Needed Competencies

The adult's tendency to develop a shield of self protection renders the analysis of role expectations and needed competencies a threat, particularly for those who have been functioning in a role over a period of years without such analysis. Moreover, study has revealed that the adult may reject new ideas and practices which are not concretely and obviously related to his or her own pragmatic goals.

Any vagueness about role expectations increases the threatening aspect of the situation. It is the unknown which creates maximum anxiety in persons of any age. Vagueness also makes it more difficult to relate the role expectations to one's own goals. Motivation to acquire the needed competencies for new roles depends upon clarity of definition. A statement of role ex-

pectations and needed competencies reduces the threat and helps the adult relate the new experience to self, in terms of felt needs and individual goals.

Developing an Awareness of Self

Our real journey in life is interior.

Thomas Merton

Unfortunately, self awareness and conscious self appraisal do not always take place until the adult faces a crisis, a critical decision, or a new set of expectations. However, "taking stock" of where one is personally and professionally should not occur just as a response to a critical situation, but needs to be seen as a life process which is ongoing. Not only does one have to ask, "What am I like?" but "Why?" The teacher who is rigid and enjoys the classroom only when the children are quiet needs to realize this is what gives this person satisfaction. Some thought has to be given as to why. The landscape of our lives is not one dimensional. To what degree an individual's behavior is shaped by one's culture and social history needs to be faced. How can one be released from blueprints induced by dispositions to earlier experiences. What forgotten moments and experiences of the past rush into the present? How much do the echoes of the past control the present?

The more one feels good about one's self, the less rigid and the more open to change one may be. The person who responds in defensive self-protective ways tends to resist change.

Knowing one's professional competencies may be easier because of staff evaluation and assessment processes in schools. Some assessment of the degree to which the children are actually learning is also an assessment of staff performance. Matching one's self against a set of competencies needed for particular roles can be helpful. Although it is not the function of most schools to provide either psychological or personal analysis for staff members, it is difficult to separate values, attitudes and personality from professional performance. The individual is not two or three persons; even though performing different roles, the real self always tends to come through. To change professionally, the educator must understand the real self and analyze how this self is reflected in the various role enactments.

Since a person's ability to learn is related to becoming aware of one's personal and professional self, it is extremely important that staff development programs include activities for individuals to become aware of their professional competencies. Feedback concerning the staff member's classroom performance which is so essential to self-evaluation can be gained through the use of video taping, observation by the principal or other trained persons, or by intervisitation of teachers, and classroom interaction analysis procedures. Increasingly, participants need to learn to be analytical about their own behavior, which should supplement but not replace more objective observation and feedback. The process for providing feedback to people needs to be consistent with the concept that this is a learning experience for the staff involved, not merely monitoring of performance.

A small group experience may make it possible for the establishment of life supporting mutual trust which in turn promotes self-examination and the giving and receiving of feedback on how one is perceived by others. A staff development program might include some small group interaction sessions with skilled leadership in which an atmosphere of free and open communication is fostered, having even, at times, a motif of shared tenderness. In addition, there is often need for individual interviews and support for individuals who have difficulty in handling certain aspects of the process of gaining self-knowledge and in coping with reality.

Although certain group processes involving intensive interaction might be used to provide the thrust that is sometimes required for the opening of the self to insight and awareness, an educational setting differs from the therapeutic in that the focus of concern is upon work-related interactions in the classroom and in other school-related groups, rather than upon the personal problems of the individual. The emphasis is upon becoming aware of one's professional performance and how this is determined by such factors as personal goals, strengths, needs, and beliefs.

It is essential to achieve awareness not only of life performance but of the interior self. In essence, people must be introduced to themselves. The potential for continuous intellectual growth and behavior change continues in life until there is a

breakdown in the physiological system. The enabler of others, the person in the staff development role, must present avenues for increasing self-awareness as an opportunity for expanding capabilities.

> That which is unique and worthwhile in us makes itself felt in flashes. If we do not know how to catch and savor the flashes we are without growth and without exhilaration.
>
> **Eric Hoffer**

Gaining New Knowledge, Concepts, and Techniques

Adults tend to act and believe in certain set patterns until they are convinced of the significance and practicality of some new information or technique. New concepts and techniques will be more readily understood and accepted by adults when presented in concrete terms and related to pragmatic goals.

Rigidity in behavior may be in considerable part the result of not knowing why, what, or how to do something. Many adults are generally well-disposed toward becoming involved in new learning provided they can perceive the importance or relevance of the new idea.

Building a positive set for learning and helping individuals find pleasure and satisfaction in learning have to be part of the climate and process of staff development programs. The principal must be seen as a learner, as a person who is knowledgeable, and as someone who has real excitement in the learning process if staff members are expected to see themselves as learners. The teacher working with a paraprofessional ought to be perceived as a learner, as well as a trainer. The two roles are inextricably intertwined.

A principal serving in the role of staff developer must be a knowing person with an irrepressible enthusiasm for learning. Those who are responsible for the learning of a large group of children and a staff of adults have by virtue of assuming that role committed themselves to interest in growth and change in both

knowledge and ideas. The areas of child development and learning, curriculum and teaching processes, assessment, evaluation, as well as the social and societal issues affecting education, are basic to the learning-teaching process. This requires the principal to be a reader of current books and magazines in education, and a participant in educational seminars, conferences and workshops, and at times formal courses. It means that the principal is in constant dialogue about education with the school staff. A book is handed to a teacher; someone is urged to see a particularly pertinent film showing in the community; a magazine with an article relevant to his or her particular concerns or needs is given to a parent; a pamphlet summarizing a recent study is given to a counselor; and the office, itself, is a source of materials and literature. Books are around and not just on shelves. Individuals are urged to borrow with the comment, "Let's discuss the ideas in the book when you finish it." And this discussion actually takes place. Being an effective staff developer involves behavior which stimulates and persuades, initiates and implements, orchestrates, and above all advocates when needed. Such a person not only has knowledge but conceptualizes, that is to say relates the knowledge to the concerns and issues of the educational process, seeing connections, diagnosing and analyzing in terms of the whole, viewing each part as a segment of a totality.

On-the-job learning may be best suited to the deliberate, concrete, rational, and pragmatic thought processes of many adults. They may learn new educational principles most readily through the analysis of actual situations and specific events. Relevant films, well planned field trips, and demonstrations are effective supplements, but the power of actually learning a concept or technique in an acqual classroom or school environment cannot be underestimated. There is no more effective means of presenting a new approach to adults than to have them see it in action and, better still, be a part of it. Participation is a vein of gold in learning, be it in role playing, simulating, or working with someone in one's own class.

A didactic approach may be suitable for certain information and for contrast. In general, however, the more cognitive and theoretical the presentation the less easily it is assimilated by adults. They seem to learn most readily when feeling as well as cognitive responses are elicited. The learning situation generally

needs the informality and warmth of atmosphere which allow each person to react fully. This can rarely happen in a large lecture hall and is not likely to happen even in a small group or seminar situation in which there is no emphasis on participant involvement. Adults tend to respond when the climate of learning respects their identity, their uniqueness, their person. However, facts, power for new information, illustrations, examples, relevant data, can have a profound energizing impact on the adult.

Recent studies indicate that adult intelligence does not decrease with age but can actually increase substantially. Being involved in activities which permit hearing new ideas and information and then discussing them are the most reliable means of continuing the growth of one's intellectual capacities. Adults need to use the collective intelligence of their culture and society and make decisions with the wisdom and insight which can come from experience. The concept of working toward changing teaching styles may not be important to the older adult, and different reward systems may need to be considered. With few exceptions, sustaining an intelligently challenging environment with continued high expectations of school personnel at all ages may cause adults to continue learning throughout the life cycle.

> Becoming human is becoming individual, and we become individual under the guidance of cultural patterns, historically created systems of meaning in terms of which we give form, order, point, and direction to our lives.
>
> **Clifford Geertz**

Commitment to Learning and Growth

Perhaps the most difficult task in adult education is to break through habitual and rigid reactions. The adult's tendency is to avoid that which is strange and strenuous, to be less enthusiastic and less curious than children and adolescents. As persons grow older, they are usually less willing to risk failure. For this reason, they need to anticipate a high probability of success before they will initiate change—particularly those who have experienced many frustrations and disillusionments. They are also inclined to benefit from longer exposure to motivating factors because their reaction time is slower.

Moreover, adults tend to solve present problems in terms of what they have done or known in the past. They may appear to insulate themselves from the present. This often results in their having ready-made answers and thus appearing to do little creative thinking. However, when given new information or faced by new problems, many adults have shown themselves to be capable of generating new answers, having new cycles of energy.

Another factor in adult resistance to change is the paramount influence of the culture. An adult's commitment to learning and interest in changing may be dictated largely by what he or she perceives to be normative expectations in his or her environment. When the expectations of the culture in which a person is working or living are for continuing growth and accomplishment, both men and women tend to maintain alertness and ability to change. On the other hand, competence may be quickly diminished when there is no longer a demand for it. This is repeatedly demonstrated by the fact that many persons appear to "age" rapidly after retirement unless there is participation in an environment which continues to provide challenges.

The adult must be able to do, to try, to act, to choose, to be, to have multiple levels of mind and feeling. There must be opportunities to be deeply involved in the reality of life. Ideological cant is not enough. More is needed than hopes and dreams, voids filled with echoes.

Adults are less prone than the child or the adolescent to rush into situations. They tend to react more slowly, requiring time for contemplation, to seek non-threatening environments. They may be non-heroic, passive, stubborn, and fixed. They are seldom willing to risk public failure. They have too much to protect—particularly the teacher or administrator who may be status conscious.

Whether or not the person is seen as self-renewing, changing, learning, or developing, it is essential that the functions of new professional roles be specified and made clear to the person expected to perform them. The competencies needed to enact these expectations must be stated. This means that before school staff members participate in a training activity, the objectives of the program should be clear and if possible, personal competencies be defined.

For example, if a stated outcome for a particular school population is a child who has an inquiring mind, then one of the school's long range goals incorporates this. Specific objectives for certain age and grade level groups are agreed upon. The suggested kinds of teaching activities and strategies are developed and accompanying competencies teachers need to acquire to carry out the activity are specified and made clear to the teachers. The staff development program is then geared to enable teachers to begin to acquire the competencies.

Comptencies need to be analyzed from three dimensions:

1. the knowledge needed to understand;
2. the underlying attitudes and values;
3. the behavior or skills needed to enact.

Training activities may deal with all these dimensions or with one or two of them. Too frequently staff development programs only deal with the knowledge dimension. If there is to be any impact, change in behavior of the person is paramount, which means enacting the skill or behavior. All of the dimensions need to be dealt with if there is to be real internalization of the learning.

Whether or not the expectations for levels of performance are agreed to by the staff or are derived from the belief system of the principal they need to be stated. Vague statements about good teaching or improving learning environments aren't adequate to enable adults to learn. There needs to be a communication process which makes sense to what one is expected to learn and do. Specific activities and experiences need also to be coherent and be seen in a larger framework which has meaning for the person. If the theme for an opening school workshop is, "The School as a Total Learning Environment," it must be clear what is meant by this phrase in the whole context of education and what teachers need to do to work towards it must be understood.

Within a school system, it should be the expectation that *both* children and adults are learners. However, this is not generally true and many teachers take courses because they have to for advancement and tenure, not because they perceive themselves as learners or accept the fact that they need to learn. Developing

interest and building commitment are major goals for which the principal has to work. Staff members can most readily be achievers when that which is to be learned is pragmatic, specific, tangible, and perceived as useful to them.

The demand of potent community groups and pugnacious parents, expressed through boycotts, demonstrations, and desire for control, instill an element of drama, not planned or structured by the trainers. Educators are being challenged to refrain from externalizing the blame for school failure. Previously unquestioned assumptions about who does what, about stratification, about decision-making, about "top-down" policy formation are all being challenged. The more the outcries strike the solar plexus of the educational establishment, the more commitment to change may become a reality. The fact that the human brain could devise a procedure to go to the moon but be unable to provide relevant learning process for all children, is a fact which, when discussed by staff members, may provide the needed stimulus for trying new approaches to learning. If the national scene today does not provide the motivation, then local concerns will have to be designed to shake the equilibrium of those comfortable with known ways of doing things. Parents' committees evaluating teachers' performances are such dramatic shocks. Beginning a training session with some of the hard facts on the lack of achievement of children and the accountability of the school board and parents may jolt the trainee into seeing the societal needs for educational changes.

Usually the more people have at stake in a program, the more committed they become. Were the participants involved in the training involved in planning? Did they help set the objectives for the new school program? Are there rewards for those who participate? When people have great responsibility accompanied by high status and rewards, they will usually be more committed than another who has little responsibility, low status, and slight rewards. It might be expected, therefore, that teachers would be less committed than principals and administrators.

Commitment to the goal of enabling children and youth to learn involves another kind of commitment—that of the adult seeing himself or herself as a learner, as a self-renewing, inquiring, growing person even at a mature age. The thrust of training, based on this premise, is to encourage the entire staff of the school

to see itself, its programs, and its population as all operating within a learning community. The learning process should be as continuous and open-ended for adults as it is for children.

Membership in a small group of some kind in the school usually induces feelings of commitment to fellow members. Also, group expectations of openness in its members may motivate staff to experiment and to see themselves as learners in perpetuum.

The more activity principals and other school personnel share in planning and operating their staff development programs, the more committed they are all likely to be in considering both personnel and school changes.

> We live in a moment of history when change is so speeded up that we begin to see the present only when it is already disappearing.
>
> **R. D. Laing**

Experiencing and Practicing New Competencies

The person who needs to improve human relations skills finds there are few reaction-free environments in which to practice, and will find small group sessions may be useful vehicles. Here the members should be granted permission to experiment, to make mistakes, and to get feedback on their behavior. Through the roughage of real human interaction people can become aware of the complex filigree of what is self.

The supervisory conference is the most common form of feedback for educational personnel. It occurs where a person responsible for either the training or evaluation of another has a conference with the person observed to share what was seen and heard. These sessions need to be more than sharing issues of the truth. They need to be supportive, with strengths and needs clear. School personnel need to be encouraged by principals to use other means of feedback such as: the children themselves; other teachers, specialists, or resource people; various media; and classroom interaction analysis procedures. They ought to be able to select or develop their own self-analysis systems and a number of teacher self-assessment forms are available to assist in this process.

Simulated experiences are not as valuable as real ones but are more potent than those read about in books or listened to in lectures. Role playing can provide approaches for approximating real life and getting some notion of the feelings and reactions of others. Responding to case studies, video taping, slides, and brief film clips and other media provide opportunities for near encounter with real experience and for assessment of methods and results. Video taping of teaching episodes is a most objective powerful way to get feedback on self.

Simulation has the value of being non-threatening. It may provide a quasi-experimental base for the initial stages but should lead on to self-evaluation of actual experience.

School personnel need supportive feedback on their performance in the new situation and a collaborative atmosphere in which to practice new approaches, to analyze their effectiveness, and to try again for as often as necessary to achieve positive results. People need the opportunity of knowing how they are perceived by others, if they really want to authenticate themselves.

Summary of Factors Affecting Adults as Learners

Despite the multiplicity of influences in the life of an adult (far more divergent and prolonged than the influences upon children and youth), some factors in adult development appear to be generalizable. Research on the developmental stages of adulthood and concomitant theories of how learning takes place are not extensive, but concepts are beginning to emerge which have tremendous implication for programs of staff development.

One concept has been well substantiated by research: that structuring and restructuring the personality and increase in intellectual performance can continue throughout the life cycle. The concept of the adult's continued capacity for change provides the rationale and the fundamental dynamic for the education of adults. However, some contravening tendencies have been identified and need to be considered, such as adults' propensity:

1. to become increasingly inflexible;
2. to cling to familiar modes of behavior which appear to them to be effective;

3. to fear risking failure;
4. to respond to the expectations of their cultures or subcultures, as perceived by them;
5. to be less curious and enthusiastic than children and youth;
6. to develop a shield of self-protection;
7. to reject new principles and practices which are not concretely and obviously related to their own pragmatic goals; and
8. most importantly, to require respect for their uniqueness as persons and for their ability to enter into the planning and enactment of their own learning and development.

The search for diversity is never free from an element of risk!

Amiya Chakravarty

Summary of Training Strategies for Effective Change in Adults

Training Objectives	*Training Strategies*
1. Clarity of role expectations and personal competencies	■ Description of new program, activity, or process for which training is necessary with rationale for its use ■ Statement of functions which individuals need to enact ■ Clear statement of personal competencies needed to fulfill function ■ Glossary of words and symbols used ■ Statement of objectives for each training experience with expected outcomes
2. Awareness by trainees of self and of others' perceptions of self	■ Interaction in small encounter or sensitivity groups ■ Role playing ■ Use of feedback by participants ■ Feedback by trainees ■ Consultation ■ Encounter ■ Confrontation

	■ Counseling ■ Interaction analysis ■ Self-analysis ■ Reading ■ Meditation ■ Journal keeping
3. Commitment of trainees to learning and to the development of new competencies	■ Training activities which foster realization that knowledge is constantly expanding and better ways of functioning are constantly being evolved ■ Varied processes which illustrate the facts that people must use their full potential for growth and self-improvement ■ Discussion of need and rationale for new program, skill or process, or for change ■ Discussion of parents' and societies' expectations for schools, the goals of education ■ Trainees' participation in planning and decision-making ■ Use of multi-media such as brief, open-ended film clips to provoke discussion geared to problem solving ■ Reinforcement of effective action by feedback from group and continuing supervision ■ Demonstration of commitment by trainers, administrators, supervisors, and teachers in their own attitudes and behavior ■ Clarity of possible intrinsic or extrinsic rewards

4. Gaining of new knowledge, concepts, and techniques which are perceived by trainees as relevant to their needs and situation	■ Didactic input in seminars, workshops ■ Use of stimulation techniques ■ Observation of demonstrations or model situations ■ Reading and writing experiences ■ Field trips ■ Use of films and other media
5. Experiencing and practicing new competencies with feedback	■ Opportunities for trying new behaviors in supportive and non-threatening settings ■ Observation and self analysis during enactment of new competency and behavior ■ Small group sharing of experiences ■ Intervisitation between classroom and schools ■ Diagnosis of individual's experiences and possible new approaches ■ Re-enactment after analysis ■ Competent and continuing supervision in a consultative style ■ Recording or video-taping of trainees' own experiences to induce self-evaluation

He [Roy Campanella] pushed the lever and the wheelchair started off bearing the broken body and leaving me, and perhaps Roxie Campanella as well, to marvel at the vaulting human spirit, imprisoned yet free, in the noble wreckage of the athlete, in the dazzling palace of the man.

Roger Kahn, *The Boys of Summer*

CHAPTER FOUR

THE ENABLING PERSON

> ...the characteristic attributes of the person who emerges; a person who is more open to all of the elements of his organic experiences; a person who is developing a trust in his own organism as an instrument of sensitive living; a person who accepts the locus of evaluation as residing within himself; a person who is learning to live in his life as a participant in a fluid, on-going process, in which he is continually discovering new aspects of himself in the flow of his experience. These are some of the elements which seem to me to be involved in becoming a person.
>
> **Carl R. Rogers**

The person in the school setting who is functioning in the role of the staff developer must be an individual who has knowledge about the content of the training. This means an understanding of relevant underlying concepts and information as well as the implications and specific techniques and activities for the particular aspect of school life with which the training program deals. The individual must not only be a knowing person but be perceived of by others as knowledgeable. This means more than being able to toss off a few maxims.

The person must have a spirit of advocacy for schooling and for the area or content with which the training is concerned. This would be evident through attitudes expressed and behaviors enacted which show enthusiasm, energy and commitment as well as knowledge and ability in the area. It's a person who knows, believes, and acts, and with little ideological flabbiness.

The ability to develop the trainees' trust and confidence in the trainer is essential. This may not come immediately but trust must come. This means suporting and nourishing each individual's strengths and identity as well as a sense of equilibrium in the group. It may imply intimacy at times and certainly being open-minded, innovative, and curious. It calls for a person whose values are not culture bound or limited to generational or geographical groups. It means relating to diverse individuals with an awareness of what is going on in the group, consciously attempting to transcend the activity of the moment in terms of its larger meanings for a person and for the group. It requires a consciousness of intentionality which constantly integrates process and content.

The staff developer, whether it be the principal, a specialist or an assistant principal, or a teacher working with an assistant or paraprofessional, must have an ultimate concern with valuing the dignity and worth of all human beings and an interest in the development of the potential inherent in every person. Central in relationships with children is understanding the child as being and becoming as well as accepting oneself as being and becoming —becoming a person with respect for the individuality of self and others, who lives a creative, distinctive, and culturally responsive life, who endeavors to function with competence, humane values, and the spirit of learning and inquiry...a person who is erudite and stimulates the imagination of others.

From this perspective the effective enabler would be able to relate to others as equals in interpersonal encounters, and with a sense of joy and satisfaction develop open and honest relationships with a wide range of people of various age levels and with different backgrounds and life experience.

Being Able to Communicate

> Practical Education suffers from the very problem that most communications suffer from—the people involved can't really get together: to see, to touch, to be themselves with another. My personal concern has to do with ways of bridging the space between people.
>
> **David S. Abbey**

The individual in the training and enabling role has to be able to communicate meaning. The intent of the communication, verbal or non-verbal, must be clear. Among the factors to be considered are the communicators and the receivers of communication. Because of cultural or geographical differences do the receivers perceive what is being said quite differently from the way it was meant? Has the communicator really tried to be aware of the perception of the receiver? Does the communicator check on the degree of perception? Is there awareness of the perceptive field—self and other? Are words uttered seen as maps of others' lives? Is the setting and context considered? Is the voice level so high or accoustics so bad that hearing is difficult?

The language and vocabulary used needs to grow out of the intent and purpose of the session and of the particular individuals involved. The process needs a sequence, needs organization. Presenting one idea at a time, item by item, and the use of analogies or points of reference with which the listener is familiar are essential dimensions of good communication. Summarizing points with a final overview is also important. In small interaction situations a listener can be urged to ask questions or to summarize the communicator's comments. The communicator may use various processes to get immediate feedback on how the intent and content of the communication are being perceived. All are helpful. In larger groups feedback might be through questions from the floor, through written questions, through buzz groups (small discussion groups organized to feedback questions), or through the use of provocateurs or reactors immediately following a presentation. Trainers need to be good speakers.

The Staff Development Person as Leader

> Leadership can be defined as the human response to the needs of a social matrix which enables it to become—to be—more fully. Quality can exist in leadership when, either in the rap of the moment or the deep mists of time, it improves the human condition.

The concept of leadership dealt with here is based on leadership as an influencing or affecting process. People can be in positions of leadership because they were elected, appointed, or because they inherited the role; leadership can exist in a variety of positions: not just the principal or the grade leader. The teacher can be leader in the classroom as well as providing leadership in a teaching team situation if the behavior of others is being affected. Persons who are in positions of authority such as the principal have certain power and rights for influencing others by virtue of the role. Use of authority within a framework of a commendable and humane value system is better than laissez faire approaches to leadership which may permit inadequate learning environments for children to exist. If the use of authority is based on knowing and convictions, its use to influence the behavior of others may be of utmost significance in certain situations.

Leadership may be exhibited in many ways through the use of varied media, in human interaction, and group situations. Whether or not one is preparing a film to influence others or is conducting a training session on child assessment, the person who intends to fulfill the staff development leadership role must be aware of the audience or group. What is its culture, its values, its needs, its strengths, and its goals? This is a consideration in looking at individuals, as well as the group. For the latter it might be necessary to know what its organization is and how it fits into a larger system.

The group leader needs to respond to the feeling level of human interplay as well as the cognitive level. A sense of when to use intensity, withdrawal, direction, delegation, negotiation, and support is necessary.

Being able to lead group discussion is an essential competency of the staff developer. Important elements of effective discussion include definitions of the problem or topic being discussed. Adequate information has to be available if the group is to deal with the topics or problems with some depth or resolution, and the complex of fact-finding qualities must be recognized. Discussion group participants have to be able to distinguish between facts and feelings. Awareness of differences and common goals has to be achieved. Is the person who is speaking a reflective thinker or an advocate of a particular point of

view? Are participants selective as to what information they use? Does their use of logic and sequence in the discussion provide adequate analytical approaches to topics or problems?

Discussion groups need to look back at a session and review what was said. Individual participants, the human network, are components to consider in evaluating a group discussion, as well as the movement of the group from clarifying informatin to opinion sharing and finally to resolution.

Some Staff Development Roles

The concept of a person in a supervisory role which serves to fill certain staff development functions has long been in existence. Some of the federally supported programs and particularly the open education models have introduced new roles such as Staff Developer, or Advisor. A general characteristic of this role is that the person works along with a specific number of teachers in their classroom situations.

Demonstrating and modeling specific methods and techniques of teaching are a typical activity, but major emphasis is also needed on being a facilitator, on helping the teachers in any way possible to move towards the stated objectives. This may mean locating institutional materials, physically rearranging the classroom, and sharing in the planning of programs for the year as well as day by day. Supportive feedback from classroom observation is usually seen as an essential component for this new role.

The extent to which the person in this staff developer role actually conducts group training sessions varies. However, the basic principle existing in most versions of the case is that the number of teachers with whom the staff developer or advisor works is limited, usually to not more than eight to twelve.

The more classic staff development role is that of the "supervisor." This has long been a position in American schools and was derived from the function of inspection. The concept that helping teachers develop is a responsibility of school administration and the concept of supervision as a supportive role came after 1910. These concepts did not become really accepted across the nation until much later. During the '30's and '40's, the function of staff

development became a shared responsibility between administrators, consultants, directors, department heads, and the whole range of roles which provide leadership for school personnel. There is a large and growing literature in the area, and a number of professional organizations at the local, state, and national level are most active in promoting these concepts in the field.

The role of the supervisor in providing leadership for curriculum development may be somewhat distinctive, since principals, consultants, and other types of enablers are conceived of more as trainers than conceptualizers, writers, and planners of various curriculum content. However, it is difficult to define either supervisory roles or functions rigidly since they are carried out by different people in different systems and settings with infinite adaptations and variations.

The Mentor

For some adults the "mentor-mentee" relationship is a key factor in professional development. The mentor may be someone in the same occupation, perhaps the same job setting, usually older than the "mentee," who guides the novice through a series of learning experiences to help him or her "to learn the ropes." The mentor may be in a kind of parent replacement role, without the restrictions which the parent relationship entails. It may be a professional teacher, a relative or friend, an experienced "boss," a senior colleague, a counselor or therapist. The benefits to the "mentee" in the relationship are clear.

For the mentor's motivation in the helping relationship, some speculate that there is a desire to have an heir to one's skill, knowledge, expertise, and even position. The "mentee" will, after a number of years, manage to outgrow the mentor and be better able to make it alone. The relationship is one which has a basis in professional support as well as friendship; some believe it is really a love relationship. The mentor may be a gate opener, a person who helps next steps, transition to happen. It's always someone who believes in the "mentee" and sees the goals and dreams held.

Truly the mentor is an enabler of the energizing self. Generally mentors are seen as real persons participating in a human relationship but they may be "schools of thought," books, or famous individuals whose ideas the "mentee" finds supportive. Dr. Benjamin Spock apparently plays the role of mentor for many mothers, while their children are young.

CHAPTER FIVE

ORGANIZING FOR STAFF DEVELOPMENT ACTIVITIES

> The tragedy of life is not what men suffer but rather what they miss.
>
> **Thomas Carlyle**

Staff development activities may be thought of as single activities or as an integrated series of events. Listed below are various modes and structures for giving both a unity and an identity to a grouping of activities. A staff development program for a school for a year might include a conference, a series of workshops, several seminars, as well as appropriate interaction processes, performed by various individuals in administrative, supervising, consulting, enabling, and supportive roles.

The Conference

The concept of the convention is not being described here although the term is sometimes synonymous with the term conference. Conventions are annual or periodic gatherings of large groups and are conducted by associations and organizations and not by schools or school systems. A conference is sometimes the same kind of activity, but as it is defined here it is more limited in size, scope, and purpose.

A school might have an opening conference at the beginning of the school year with a variety of different kinds of meetings and activities. Usually conferences are used to present information and not to enable people to acquire new competencies. Ideas learned at a conference may stimulate individuals to try new practices. Conferences are excellent sources of stimulation and inspiration as well as information giving.

More and more conferences include varieties of program approaches which permit people to experience and to practice. Mini sensitivity or human growth sessions, role playing, and "teacher making materials" sessions are examples of experiential processes which can be included in conferences.

Conferences provide staff people excellent opportunities to share programs and ideas and are great ego builders for those having "input" responsibilities.

The Institute

The term institute is used to mean many things. It may be an institution, a center, or a program within an institution or school system. It may last for one evening or for a year.

As defined here it differs from a conference in that as a training program, it has a narrower focus. It usually is smaller in size and is seen as more specifically a training opportunity. It may have more participation activities with the objective that the participants are to learn a new approach or way to do something.

In an institute on "environment" or "movement education" the participants are actually expected to learn how to teach the new material or how to lead some "movement" class activities. At a conference the process is not as deliberately designed to enable a person to gain competencies as in an institute.

The Workshop

A workshop can also be a place or an activity. It may last for a summer or for two hours. It is also designed to enable the participants to acquire some new competencies. By the very use of the two words "work" and "shop" participating and doing are implied.

A workshop is usually for a limited number of people and may deal with group feelings and interactions as well as individual professional growth. Its subject is usually limited and focuses more on practices, processes, or ways of doing or making something rather than an esoteric or intellectual exploration of highly theoretical or philosophical issues.

The Seminar

Technically a seminar is a learning situation in which the participants provide the input and is usually so structured in institutions of higher education. In other settings it implies a small group meeting of one or more sessions to study a subject in some depth. The seminar usually includes presentation of papers, speeches, and discussions and does not have participating or experiential activities except in discussion. It is a process through which to gain new information about something in which one is already involved and to share thinking and experiences related to the topic. It is generally an intellectual and analytical activity and not a "hands on" experience.

The Course

The term course is usually reserved for training activities sponsored by institutions of higher education, but school systems also provide "in-service" courses. It deals with a specific subject and usually meets over a period of weeks or months. A course can be concentrated in a weekend or week. Courses range in style and process from lectures to encounter groups, from trips abroad to individual tutoring. It's not an attractive term to individuals in school settings and does not seem to be an appropriate term to use within the school setting.

The Carousel

The carousel is little known to the training area. It means that a number of program sessions are going on at the same time. They are repeated each time block and all participants have the opportunity of attending the same sessions but at different times. The feature is that each group session can be smaller, and more discussion and participation can be encouraged. Some planners observe that the presenters "run down" or "get blah" after repeating a presentation several times, but since groups are so different, each session can have its own life and particular quality.

The Colloquium

The colloquium is a term reserved for a learning session with only one or perhaps a series of formal presentations or papers with planned respondents or provocateurs to the presentations and some discussion. The papers or talks are sometimes published

and distributed to larger audiences than those who attend the colloquium. It is an intellectual session with few or no participation activities.

The Symposium

The symposium is similar to a colloquium but will always have a series of speakers or presentations.

The School Study Approach

Involving school staff members in some kind of study or program analysis usually is a learning experience for those participating. A study with certain set criteria can be initiated by an accrediting agency, a school board, or central administration. It can also be set up by the school staff itself. It may begin with the principal asking, "Why don't we take a year to see what we are doing in this school and why?" or "Do we not need to assess what the needs of children are?" or "Do we as a staff know what our parents expect us to be doing for their children?" The whole organization and process of doing the study would require the participants to be analytical about self, process, program, and setting. It would require sharing of ideas, considerble staff interaction, reading, thinking, knowledge, and techniques.

Program Development Projects

Establishing goals, objectives, program strategies, and means of program analysis and evaluation is a planning process for a school which can be a learning experience for those who participate. Organizing and developing new reading or science programs, starting a resource center, or planning any instructional area and developing curriculum would serve as a learning situation for some of the participants. Teaming of teacher and paraprofessional, teacher and teacher, teacher and specialist, teacher and parent—all involve planning and sharing. If the relationship is effective, it can be a learning experience.

The Center

The teacher center as a place or a program is becoming the locale for staff development activities in many school systems. Schools themselves may have spaces so designated or schools in a

geographical area may share a mutual space. In some cities a center may occupy a huge space and have libraries, demonstration areas, classrooms, workshops for making materials, and exhibits.

The staffing of the center is a pivotal factor in determining its success. The function of the staff, whether one person or twenty, ought to be that of coordination and orchestration of human and material resources. They ought to be able to draw on all the resources of the school system, college and university, as well as cultural and social institutions. Too frequently the center becomes a place for making paper mache maps and not a place for seeing the use of maps in a much larger context. However, the focus of a center as a place where one can do, make, build, design, discuss, cut, carve, think, dance, saw, paste, paint, sing, and play is one of its essential strengths and cannot be underestimated.

Throughout the nation there is a wide range of designs and models being used. Some centers work jointly with institutions of higher education; some are sponsored and conducted by outside agencies; some give credit; and others are very informal places where teachers can gather to share experiences and ideas. Before starting a center those interested should not only explore their own needs and resources, but also visit a variety of already operating centers as a most essential part of the planning process.

The Setting

Just as the teacher is concerned about the right learning environment for the student, the person involved in staff development must be aware of the teaching potential of the setting in which an interview is taking place or a workshop is being conducted. People do have their eyes open, and consciously or subconsciously they are studying the environment. Does a principal's office declare that here is a learning, searching, knowing person who respects adults and children? Does it have appropriate furniture for the child interviewee? Is it aesthetically and comfortably furnished? Does the interviewer move away from the protection and status which a desk gives? Are there books and materials around that one senses the enabler is actually reading or are the shelves filled with textbook samples and material which has no apparent meaning to the person whose office it is?

Whether or not to have a training conference in a school, hotel, an inn, or a camp relates to the objectives. The same may be said for having a one-session workshop after school in a classroom, the library, or at a facility not related to schooling like a hotel, a museum, a lodge, a park, a community center, a home, or a church. Formality, informality, comfort, relatedness, or nonrelatedness of the space to the objective of the session are factors to weigh in selecting a place.

Training settings in business and industry are usually very carefully planned to be comfortable and supportive for the learner. Individuals planning for effective staff development sessions for educators need to be very cognizant of the setting as well.

> More is learned from a single sucess than from the multiple failures. A single success proves it can be done—whatever is, is possible.
>
> **R. K. Merton**

CHAPTER SIX

ACTIVITIES FOR PRESENTING INFORMATION

Although there is considerable evidence that the participant in a staff development program may learn more when actively involved in an experience and not just listening, viewing, or reading, nevertheless acquiring knowledge is an essential part of the human growth process. Information can be presented in ways which involve the participants in a session. The adult learner needs to be stimulated to seek the world of ideas and the intellect. Those who are involved with teaching children expect them to be inquiring, searching, reading and knowing students.

Lectures

This term refers to a verbal presentation by a single person who is an authority or expert on a particular topic and has organized his material so it is relevant for the particular audience. When this process takes the form of reading a paper, the presenter needs some assurance that this style of presentation will be accepted by the audience because of its levels of interest, involvement, and expertise. Most lecture presentations are more effective when there is time for a discussion period following the formal presentation. If the topic cannot be discussed in the large group session, there

should be opportunity to discuss it in groups after the general session. There are research findings which indicate that the response of an audience is of higher quality when films, slides, and other visual techniques are used to supplement verbal presentations.

Discussion

When different points of view are expressed in a calm and deliberative fashion, rather than argumentatively, the process is called discussion. However this process is used with casual indifference by many trainers with the result that the participants are disgruntled with the experience and state that they gained nothing from it. Leading a good discussion is an art which requires knowledge of human behavior and interaction patterns of people in groups. It also requires the ability to enable a collection of people to have a mutual exploration of a topic or problem, extend their learning and understanding of it, and/or come to some possible solutions. The leader has all the rights of a group member to make contributions to the discussion but the main tasks of the leader are recognizing and encouraging participants, asking questions which will affect the thrust and direction of the discussion, and summarizing.

The technique of the buzz group whereby a large audience is quickly broken up into small groups to discuss some aspect of a lecture, a film, or a panel presentation is an effective means of increasing participation in large groups. The program may be so structured that a single comment or question from each buzz group is then fed back to the total group and reacted to in some fashion by the speaker or by volunteers from the audience.

Panel Presentation

A panel presentation involves a small group of individuals discussing a topic before an audience, with audience participation during the latter part of the time span. The members of the panel may each make a short presentation followed by discussion. It is then best to have all members make their presentations before the discussion begins. An alternative design is discussion among the panelists before the audience is drawn into the discussion. Timing panels is one of the crucial aspects of their success. The audience is frequently unhappy if its time for participation slips away because the panel speakers go on too long.

Forum

This term is used in much the same way as a panel presentation, but technically it indicates a large amount of audience discussion with few, if any, initial presentations. Usually one speaker is adequate to spark the discussion.

Hearing

The hearing is also similar to the panel presentation, but the audience has come together chiefly to react and respond to a particular program or project which may have been presented before the hearing or may be presented at the hearing itself. Hearings are frequently well planned and timed and are usually formal in structure. Individuals who wish to respond to particular aspects of the proposal that is being heard may have to sign up ahead of the hearing and are given a specific amount of time. The content of the proposal is usually known before the hearing. Again the role of the chairperson and the handling of time are crucial to the quality of the session.

Meeting

Schools have many meetings. These may be opportunities for training, but generally they are for management and operational purposes. However, any discusison of policies, procedures, program changes, personnel assignments, and regulations can be perceived as both informative input and, when accompanied by the rationale and exploration of the topic under discussion, can be opportunities for learning. Many staff meetings have the administrative session first or at the end with guest speakers, special reports, and other programmatic material being presented.

Committee meetings, grade level meetings, and the whole range of formal and informal sessions which take place in schools are usually great time consumers and may not be very productive learning sessions for the participants. They can be laced with personality conflicts and tangled webs of conflits. Meetings, though often necessary, cannot take the place of a staff development program.

Printed Materials

Participants in a staff development session like to leave the session with some printed material. It may be an outline or sum-

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mary of the content of the session, a reading and film list, or new material to read. It may be a training guide or teaching manual. How these are written and graphically presented is an important consideration. It is best not to distribute poorly written or badly duplicated material.

The key factor is the timing of distribution. Program planners tend to give it all in packets at the beginning, or perhaps at the end. If various materials are given out as they are pertinent during a session, the participant has some orientation to each as a particular item and not just as one in a series of pink and blue mimeographed sheets stuck in the pocket of a folder given to participants as they register.

Media Presentation

The use of short and full length films, film strips, slides, video tapes, sound tapes, overhead projection, charts, graphs, and pictures is a valuable means of presenting information. Some studies indicate that the use of media elicits a high degree of retention by participants. The choice of what is viewed is important and the adequacy of the viewing space, lighting, and the equipment must be considered. Ordinarily a trainer should not use media which he or she has not seen or heard before the session, but when this is not possible, the media ought to be recommended by someone whom the trainer knows and respects. Open-ended audiovisual materials are valuable: brief film clips which present a single issue; a film strip; or a more comprehensive film which can be stopped at intervals to discuss alternative ways of dealing with the situation portrayed. These materials provide an opportunity for analysis of others' experience which may be less threatening in the early stages of team work than analysis of one's own experience. This may lead eventually to self-evaluation.

There are a number of cassette tapes and albums which a person or small group can use for self instruction. Many of these deal with personal motivation and growth and there is a whole series issued by the American Personnel and Guidance Association in counseling, interviewing, and human development. Many professional associations have tapes of speeches at conventions and training approaches related to the field to which the association is related.

Exhibits

Most large conventions have extensive commercial exhibits and participants generally do spend time at them. Some kind of exhibit of pertinent media is a means of extending the content of a session no matter how big or long the meeting is. The presenter or group leader who brings several books, pictures, child-made or teacher-made materials to refer to in a single seminar session or just to have on the table, gives the participant the opportunity to explore further or to see examples.

Conferences frequently have ongoing or periodic film or film strip sessions which are announced as such and have little or no discussion. The films are just available to be seen. Since these sessions are sometimes at free hours in the conference schedule so as to attract people to give a large block of time, adequate descriptive information needs to be given the participant about the content of the particular media form.

Library and Resource Center

Each school building ought to have a materials resource area for its staff. This would include books, pamphlets, announcements of college and other institutional training programs, and collections of items of value to the staff. Frequently these are housed in the school staff lounge which is a convenient place to reach people. Perhaps there also needs to be a place which has a more professional and work atmosphere. No matter where the work and library area is located it needs to be kept up. Nothing is less stimulating than to find last year's magazines on display, current ones unwrapped, and old college summer session announcements on the bulletin board.

Staff Meetings

Most schools have staff meetings which may range in content from actual staff development sessions with speakers or professional advancement programs of some kind to business meetings dealing with announcements and clarification of regulations and procedures. The staff meeting can also be the business meeting for the teacher association or union.

To have staff meetings serve individuals' professional needs, the content should appeal to as many of the participants as pos-

sible. If a new science program is being introduced for the lower grades, it should be made clear how it is pertinent to the whole school staff which is present. Specialized and very intensive programs ought to be reserved for special staff sessions and perceived as a training activity. The timing of staff meetings seldom permits a topic to be dealt with in any depth.

Planning of staff meetings is essential, particularly when it is a combined business and program meeting. A meeting which keeps a speaker waiting while the date of a holiday party or the new fire drill procedures are being objected to, has not been well thought through. It is true there are times when, with the best planning, items come up which are not expected, but the principal and a planning committee ought to have enough sense of both people and issues not to plan professional development programs when there is a great deal of business to be discussed. The timing of staff meetings is one of the most crucial factors to consider. Staff meetings can have a theme for a semester or a year to enable them to have continuity and depth.

CHAPTER SEVEN

SMALL GROUP INTERACTION PROCESSES AND APPROACHES FOR STAFF DEVELOPMENT

Every human interaction has the potential for being a learning situation. Whether or not a principal does or does not say hello or good morning to a staff person met in the hallway, the tones of voice, the bodily action, or the phrase can leave a teacher wondering what they might mean.

There are many informal interaction situations in schools. Human interaction occurs in hallways, offices, washrooms, cafeterias, cars, and at parties, community functions, and on the telephone. The person initiating the comment, the observation, or the question must be aware of all the implications of what and how something is said. Attempts to perceive how the listener interprets the verbal or non-verbal behavior must be made. The responses cue the person as to what to say or do next in terms of one's purpose. What was thought of as a pleasantry by one may be perceived as a caustic comment by another.

The descriptions of some of the processes involved in planned interaction situations which follow are fairly consistent in the liter-

ature, but definitions do vary and must be seen as a point of view about interaction. Few of these processes can be carried out as controlled interactive situations. Although one attempts to remain with a given procedure, the situation frequently finds one moving back and forth between procedures. It is always important, however, to attempt to perceive how the other person or persons perceive the process. What the enabler sees as a consultation, the other might perceive of as a confrontation.

Consultation

This term means a whole range of activities which are used to enable a person called the consultant to assist another individual or small group of individuals become more competent in a particular situation. The process is a shared one between the consultant and consultee.

The taxonomy of terms presented differentiates the process of consultation from the group processes of dialogue, encounter, confrontation, and counseling. As the process of consultation is defined here, it can include the techniques of dialogue, encounter, confrontation, and may include counseling. The consultation process, however, has a quality of its own which is differentiated from other approaches.

The consultant role may be performed by an administrator, a supervisor, a trainer, or a counselor. It may be enacted by a person on the school staff or by a specialist from outside the system. The real consideration is not who performs the role but that it is, in fact, performed by someone, and that the consultant has both skill in carrying out the process, an understanding of the consultees, and of the situation.

The ideal consultant can move freely among processes permitting one's own skill and the situation to determine his or her behavior. Consultation is perhaps the most sophisticated of all processes since the consultant needs to have the insight and skills required in other processes, but to use them in relation to consultation because he or she is convinced that that approach will be the most enabling in a particular situation.

Through joint exploration and a spirit of mutuality, the major goals of a consultation are to help consultees understand the

situation; to recognize themselves in the particular environment —their strengths and needs; and to help them help themselves as they relate to a task or set of functions.

A consultation enables an individual to learn concepts and acquire information, to enact a role, to gain competencies and skills in a face-to-face interaction with a person, the consultant, in relationship to a situation through the process of a shared approach.

The consultation is an interview process between two, three, or at the most, four individuals. Those designated as consultees are all involved in a particular situation, problem, idea, or task. The marked differences in the actual technique of consultation is that it focuses the interview on a problem, an idea, a situation, or another person or persons in the situation rather than on the consultee. The exchange of information about the matter moves towards a genuine peer relationship. The consultant attempts to see the situation from the perceptual framework of the consultee, but generally does not enter the private inner world of the consultee.

An eternal verity is that the process of consultation cannot be separated from the reality of the role and authority status of the consultant and from how this is both communicated and perceived.

Here are some characteristics of the person serving as consultant:

1. Belief in others with a positiveness and genuineness that builds a trusting relation.
2. Competency as a diagnostician of the persons in the situation.
3. Sympathy for others, ability to comprehend feelings, and perceptions of others.
4. Sense of concreteness, capacity for being specific.
5. Ability to reduce anxiety.
6. Responsiveness to clues in behavior of others.
7. Ability to understand motives and needs of the person in a situation.
8. Ability to deal with a person in terms of an idea, situation, or problem.

9. Skill in working with people from their specific strength.
10. Ability to facilitate, enable.
11. Interest in learning and communication of this interest to learners.
12. Openness to others and their ideas.
13. Awareness of the dynamics of any social interaction and the related systems and subsystems.
14. Ability to search out relevant and pertinent factors.
15. Authenticity in style, knowledge, and conviction.

Some aspects of the consultation process are:

1. Consultant begins interview with a spirit of warmth, respect, openness, and mutuality.
2. Consultant clarifies who he or she is and why he or she is present, if necessary.
3. Consultant solicits response and listens.
4. Consultant facilitates clarification and definition of situation —goals, issues, needs, and problems.
5. Consultant shares relevant knowledge and experiences as situation calls for it.
6. Consultant works through shared approaches to improving the situation.
7. Consultant makes pertinent referrals for specific kinds of assistance.
8. Consultant eventually enables possible solutions and approaches to arise from mutual interaction.

Dialogue

This is an exchange between two, three, or four individuals for the mutual exploration of an idea, a situation, a problem, or a task which is central to the group. The role of the group leader is enacted by the consultant, but it is usually performed by the person who initiates the session.

A dialogue may last for an hour or two at the most. It may be part of a series of meetings with different consultants brought to it for particular kinds of input. It may move towards the resolution of, or the approach to a task. It is the ultimate of the peer handling of an issue or topic. It gives a major emphasis to explora-

tion and not resolution, to the raising of questions rather than specific answering. The consultant does not overplay the facilitating role unless it seems necessary, but shares in the giving and exchanging of information and experiences. The discussion does not get "personal" but rather stresses the expression of different points of view concerning the issue which is being explored.

Encounter

The word encounter can be used to refer to human growth or sensitivity group sessions which generally involve from eight to eighteen people. There are opportunities for people to explore and share feelings with a group leader. Such an encounter may last for a series of sessions over a weekend, a week, or longer. Encounter groups have been fashionable as a quasi-therapeutic experience, close to what some social scientists call sensitivity training or group counseling.

The encounter as discussed here is not an "encounter group." The process defined here arises out of the need for a situation in which two people face their real selves as they deal with a mutual problem. Out of the encounter should come some realistic appraisal of the role of individuals in relationship to a situation. It differs from the process of consultation and dialogue in that the participants deal not just with their mutual concern from a problem-solving, task-oriented, or situational approach, but actually with the person or persons involved in the situation.

A key sentence which is essential in this process is stated by the initiator of the encounter, "In what way did I fail you." The initiator makes it clear that the failure on the part of the person being encountered is a shared one.

The encounter provides an opportunity to communicate feelings, to be angry, to be sympathetic, to be sensitive, to respond with conviction of a deep, personal nature, to reflect passion and concern, to experience people as they are. The participant does not play an assumed or defensive role; the facade is down; he is a real person and does not deny self. Each listens to what others are trying to say, and to what they are saying.

The underlying ethic of the encounter is that individuals sense that they have the opportunity to "square" with each other. The initiator or leader, the facilitator, tries to prevent attacking,

but if and when it does occur, the recipient is encouraged to respond, to clarify misperceptions, and to state his feelings about what he sees as a verbal onslaught.

When the encounter is of a single session duration or when there may be severe time limitations, a sensitive leadership role is particularly necessary. The leader, however, must expect and deal with questions concerning his own motivation, knowledge, prejudices, or "hang-ups."

Confrontation

This is a planned activity to mount a direct challenge to the behavior of another individual initiated by someone who understands the person, the conflict, and the quality of the relationship. Factors of time and urgency as well as the skill of the initiator and the ego strength of the confrontee are all determinants of the effectiveness of a confrontation. This process is used when no other seems to create movement or change in the person. The individual who is to be confronted appears to have incongruities in his action and perception of self. The confronter sees the person using illusion, fantasies, and perhaps even life avoidance behaviors, and believes these need to be faced in order to bring about some insight.

There may be some real danger in using confrontation. Can the confrontee handle the attack? Will the process really reintegrate his or her perception of self and action? Does the confrontee operate from what he or she considers a position of honesty and integrity for himself or herself? If he or she is functioning outside the limits of the situation, does he or she know what the limits are before he or she is confronted about them? Have other less direct and threatening processes been used prior to the confrontation? Is the initiator ready for the crisis or hostile behavior and negative attitude that may result from the directness of his or her observations?

People are facing confrontation every day of their lives. Self-confrontation and meeting the challenges of others are part of the fabric of living. In many ways the technique of confrontation is a more authentic and honest one than the less direct and more sophisticated interaction process. The user must always keep in

mind, however, that the behavior of the confrontee may not change and that the interpersonal dynamics may become so strained that the helping situation is destroyed completely. Carl Sandburg's words are a warning: "Hard words wear nailed boots."

Negotiation

The process of negotiation takes place when two people or more have a need to reach an agreement, or have a conflict which prevents them from moving toward their objectives or from having a satisfactory working situation. The person who serves as mediator is the negotiator.

The negotiator begins the process by interviewing each of the parties involved to secure as much information at both the rational level and at the emotional level of response. The issues and the people involved must be known.

Other sources of information may have to be used. The actual negotiation session generally begins by the negotiator reviewing the case and presenting different positions. If the situation appears clear, some suggested resolutions and/or alternatives might be presented initially as well. As much analysis of the situation as possible must be done.

Each participant must have an opportunity to speak with the negotiator, clarifying and interpreting, diagnosing and analyzing. Keeping the session focused on the issues and away from hostility and anger is essential. Yet the importance of the affective dimensions of some conflicts must be recognized and real effort should be made to relieve tensions.

As the process moves along the negotiator continues to attempt to see each person's point of view and to enable him or her to keep his or her integrity. The negotiator also shares what additional knowledge has been learned from other sources. Each party usually has to be persuaded to give on some issues.

The negotiator serves initially as analyst. This is followed by the synthesis and ordering of issues on each side. Then there is movement toward mutuality and agreement. The session may

end by all parties accepting certain points, but additional meeetings may have to be held to deal again with continuing differences. The negotiator may have to meet with each participant again individually.

Not all negotiations are highly complex situations. Teachers are constantly negotiating between two children as are parents between siblings. No matter how involved the process is, the negotiator needs to know the facts and recognize the feeling levels. The negotiator also has to be analytical and creative as well as persuasive so as to identify all points of agreement and where parties have to give, and finally to persuade them even when still in conflict to accept the resolution.

Counseling

The literature and divergent points of view on counseling are so prolific that it only appears necessary here to differentiate counseling from the other processes described. Its goal is similar to the others in that it aims to help the individual to be more self-actualized and to function more effectively in his or her life situation. Counseling processes cover a wide range. They all tend to function at the personal level and aim to assist the consultee in acquiring more insight concerning his or her behavior. The process of psychotherapy and psychoanalysis go even more deeply into the psyche of the individual. These processes are not an integral part of a staff development program. The school administrator, supervisor, as the staff development person, will need to listen to a person if a personal problem is introduced, but unless the individual in the training or leadership role is professionally competent and sees it as a function of the particular position, the role of counselor is not one undertaken.

Most individuals in staff development roles do relatively little counseling but more frequently give advice. The knowledge about a person that a counselor needs and seeks is frequently just as important to the consultant as he or she functions in a more problem centered style, but unless the role is designated as that of a counselor it is seldom possible to carry on a continuing counselor relationship. If the consultee or trainee appears to need therapeutic counseling, a referral is made or suggestions given to the individual to seek some professional assistance.

Both vocational and personal counseling are often needed in a new careers program. For many paraprofessionals their entry into a productive role in the school will constitute a new way of life with attendant adjustments to be made on the job and at home, the formation of new relationships and a new self-image. If paraprofessionals are to achieve the desired upward mobility, they will often need assistance in planning and carrying through a program.

Teachers, also, may find their adjustments difficult when another adult is introduced into their classroom, or when they are called upon to work in partnership with persons from different cultural backgrounds. Moreover, they, too, may wish to improve their skills or work toward an advanced degree, and will welcome assistance and encouragement from the school.

This individual help can best be provided by persons who have knowledge both of human relations and of paraprofessional programs. Usually such persons will be members of the school staff although there are advantages of objectivity and confidentiality to be found in consultants who are not part of the system. In some instances, experienced paraprofessionals have been able to assist in the counseling functions. Common life experiences and cultural background appear to foster open and free communication.

CHAPTER EIGHT

EXPERIENTIAL ACTIVITIES IN STAFF DEVELOPMENT PROGRAMS

"Our chief duty consists in becoming who we are"

—**Pindar** (522-443 B.C.)

To acquire new behaviors, new competencies, new ways of working with people and children, adults need to be able to practice, to try out, to experiment with the particular behavior desired. Ideally knowing how one functions in a situation is facilitated by being observed or viewed in some manner, but self awareness does not always require that one be observed. Just being perceptive as to how one is received is helpful in becoming aware of one's behavior.

The criteria which are to be used in formal observational situations need to be known by the person being observed. In human growth groups the criteria for change may be much less specific and usually grow out of the situation and group. However, if group participants do make judgments or analyses, it is helpful to preplan with them on what basis the analyses would be made.

Simulation

Simulation means presenting a case, either complex and long or situational and episodical, with an open ending. When long cases are presented there may be a series of open ended problems. A training group might spend as long as a week on one of these. To move toward solutions of simple situational problems in simulation, groups may either role play or discuss the case. In long, complex situations *both* techniques may be used.

The case material may be written particularly for the group, prepared professionally by an outside publisher, or viewed on professionally prepared films or film clips.

Whether it be by the written word, by the use of various media, computers, or by the spontaneous, live acting-out of situations, simulation techniques present an image or semblance of reality which is based on actual experience, and hence evoke discussion that is essentially pragmatic and functional. Since a simulated experience is less threatening than one in which the trainees are actual participants, it is conducive to candid and genuine responses. Moreover, it is possible to repeat the experience as often as necessary to try out different strategies with immediate feedback. It is possible through simulation to try out some complex and educational practices without committing oneself.

Games

There is a range of games available for serious training purposes most of which are pertinent to attitudes, problem solving, values, and/or social issues. Since a number of these are very simplistic in their presentation of a concern, or designed from a single point of view, the user is cautioned to study the game thoroughly before suggesting its use by a group. There are a number of books in the bibliography of this document which discuss the topic of games as training exercises. However, except for *Psycho Sources*, a psychology resource catalogue, there is little critiquing of the real quality of games available.

The Field Visit

For many years school personnel have had visiting days available for going to another school. A recent study shows that

the well planned field visit is one of the most powerful factors in adult change. A visit to an exemplary or model program needs to be well planned with pre- and post-discussion sessions with the participants.

The school or project being visited should be relevant to the issues dealt with in the participants' courses. There needs to be some exploration of what is going to be seen either before arriving at the site or immediately upon arrival. Specific guidelines as to what to observe ought to be given in written or duplicated form to the observers containing at least a set of general categories.

Immediately after the observation the participants need to have a seminar session with some of the individuals they have observed. If a school has been visited, having a discussion with the principal and some of the staff might be the approach. Any procedure used to clarify and deepen the observation following the visit will certainly help to support learning.

Field visits can be for a half day or day, or, better still, for a week or two. Certain laboratory schools have week-long participating seminars for visitors. The visitor actually does some work with a staff person in the classroom or program. This is coupled with a considerable amount of time conferring and attending small seminars.

Schools and school systems ought to be tremendous networks of sharing and exchanging ideas and programs. Seeing the real thing happen is a powerful training device and needs much greater usage as a mode of training.

Role Playing

Role playing is an invaluable technique in training situations. Individuals are assigned roles to enact a situation with enough clues from either a written script, a film, a verbalized situation developed at the moment or a reenactment and continuation of a problem laden situation occurring live in the immediate group setting. The role players develop their own scenarios, characters, and responses to the problem as they move along in the enactment.

A role play can go from three to ten minutes. The trainer stops the process when it appears to be a good time for discussion

of how the players are dealing with the situation. This may end the role play or the group may continue role playing after the discussion. Different individuals may be assigned the roles, giving others a chance to participate and see how they would deal with the situation. Reversal of roles often deepens insight and empathy.

A whole training group can be divided into groups of four or more to role play a problem. Before having a large group role play the trainer may find it best to do a demonstration of the procedure to be followed. Several individuals in whom the trainer has confidence as being willing and cooperative would be called to the front of the room to do a short run-through of the case. Demonstrations shouldn't be too long or they take away from the impact of the group's experience. When doing this, it may be best to divide the small groups so that one half role plays the case and the other half observes and analyzes how it went. The trainer has to give careful directions and control the timing very systematically so that all groups get through at the same time. After the first half of the small group has role played the situation and the discussion has taken place, the second half role plays the same situation, following which discussion takes place. Such a sequence might be timed as follows after the case is presented orally or on mimeographed sheets: planning time to study the case, to divide groups, and assign roles—five minutes; first role play—seven minutes; discussion of first role play—five minutes; second role play (repeating some problem by other members of group)—seven minutes; discussion of second role play—five minutes. The trainer may then ask for reactions, issues, points of view in a post-role play large group discussion.

Role playing requires a leader-trainer who can use a determined persuasive approach with people. Imagination, flexibility, creativity, human insight, judgment, and a bit of professional passion are essential. In some ways it is like being a play director. How one assigns roles depends upon the purpose of the training situation. Whether or not one assigns character opposites or gives persons roles similar to their own depends upon what the trainer wants to achieve. It is a conscious act. Perhaps the person who is a paraprofessional needs to experience being a teacher or a principal or vice versa. A teacher might be given a teacher role but with a character very different from one's own. People can begin to experience themselves as a whole new genre when they assume roles

and behaviors which haven't been part of their life style or repertoire. Role playing can give the opportunity to persons to use self like a violin, an instrument with which to try out various life tunes.

Demonstration

When a group of individuals is permitted to see an actual situation in the real setting, in a theatre-in-the-round, or on the platform, the experience is called a demonstration. The use of varied kinds of media can provide for demonstrations without the live characters actually having to be present. Demonstrations are most meaningful when there is immediate analysis and discussion by the observers.

Like simulation, demonstration is less threatening than actual experience. It lends itself to group diagnosis, so that mind strikes fire on mind, as the demonstration is dissected. A film, slides, or a video tape may be utilized instead of a live demonstration. These audiovisual aids lack the vitality and freshness of a live demonstration but they have the value of being infinite, so that exactly the same situation may be viewed again after discussion.

Teacher trainers, consultants, supervisors, and advisors frequently conduct classroom demonstrations. They take over an actual situation in a classroom, but with tact and judgment. The students should not feel that their teacher is being shown how to teach but rather that the demonstrator has some particular expertise in which they are sharing. However, in terms of very specialized activities like the arts or even map making it may help the children to see their teacher as a learner. Demonstrations need follow-up with consultation or small group discussion.

Experiencing Real Situations

The culmination of experiential learning is experimentation in an actual work situation. The school provides a natural laboratory for learning, an opportunity to organize or illustrate new understandings or knowledge and to try out new attitudes and behavior. The objectivity and breadth of perspective needed for the diagnosis of live experiences require both group and individual procedures. In clinic-type sessions under competent leadership, trainees may exchange ideas, work out possible solutions to

learning problems, and give feedback and support to each other as they experiment with and incorporate new ways of performing their training needs.

However, the heart of the analytical process is consultation with an individual, after the consultant, who may be a supervisor or a trainer, has observed the team or person in action. The consultation may be with a small working unit as well as with an individual. Each person or team member may alternate between observing the impact of his or her own or others' behavior upon the learnings of children, discuss his or her reactions with and gain insights from each other and from the consultant, and then return to his or her own tasks for further experimentation—a continuous process of experience, reflection, and restructuring of experience. After the post-observation consultation, the person or team needs to be encouraged to try reenactment after analysis. The use of the video tape for recording certain behaviors is an excellent avenue for making the actual happening seem vivid to the participant. After analysis of the tape by the participant, alone or with a group, there needs to be an opportunity for taping and analyzing the behavior once again.

A Task or Work Experience

When budgets are limited and staff members want walls painted, small items of furniture constructed, plantings done in the schoolyard, or a supper cooked for a meeting, involvement in such a work project can be very supportive to the development of positive feeling levels in a group as well as in the individual participants. Sometimes these work experiences can be shared with parents or students. The resulting interpersonal understandings and communication systems prove that staff work experiences not only get a task done but have social and personal outcomes as well.

A Creative Arts Experience

The use of the arts such as pottery making, printing, sculpture, music, dance, or dramatics to involve staff in a new experience has real potential for releasing and arousing new feelings about self. A principal who saw himself as not very creative or artistic attended a weekend training session with teachers and was urged to join a sculpture workshop during a free period. He

sculpted a remarkably beautiful head of his wife—this was the beginning of a whole new sense of what he could do and even who he really was as a person.

Introducing an arts experience in a training weekend or program series does not have to be seen as immediately relevant to the participants. Frequently it is best more or less to "spring" the activity on a group which aleady has some sense of "ongoingness." Generally the response to an arts experience, whether it is participating or attending an event, is excellent. There always needs to be some discussion afterward to analyze what the experience has meant to the participants. Usually a whole range of meanings comes forth.

Other Group Approaches to the Development of Human Potential

During the past 30 years the range of group approaches for individuals to experience increased self-awareness and to enhance their potential as human beings has become very extensive. The National Training Laboratory began training sessions with "T Groups" in 1947 at Bethel, Maine. These groups focused on group processes such as roles, leadership, and decision making. They began to give an emphasis to the person and were then called "sensitivity groups."

The most recent group procedures have been influenced by psychotherapy, human relations theory, certain schools of philosophy such as those in the East and the Orient, and various schools of psychology, particularly Existentialism.

One of the most frequent terms used today is the "encounter group" which is particularly varied in its process and activities. There are training centers, programs, and institutes all over the country. A person can go to a site which is organized chiefly to conduct these activities such as Esalen in California or attend short and/or long sessions at motels, colleges, hotels, resorts, and camps conducted by roving teams of trainers which frequently stem from one of the well known centers.

William C. Schutz, who has worked on the staff at Esalen, speaks of his particular version of encounter as including many

modes of experiencing the total mind-body of self and others, such as meditation, yoga, massage, theatre improvisation, and non-verbal as well as verbal activities. He sees the basic ingredients as openness and honesty with one's self and others based on a belief that man is a unified being and functions at all levels of the physical, emotional, intellectual, interpersonal, and spiritual. The encounter experience is an open one with consideration for the body, feelings, the here and now, and personal responsibility for self.

To conduct the "open encounter" group the staff developer needs special training and should at least have experienced several encounter groups conducted by different leaders. The specific technique for conducting such a group is described in a number of books listed in Appendix One.

The encounter experience is supposed to enable people to be direct and honest, thus deepening and strengthening human relationships. The purpose is to open up feelings of closeness and warmth with people as well as to give the self-mind and body a vitality and confidence. The participant is also supposed to learn to cope with the environment and see the self as a competent and caring one with full use of one's capacities.

Used as single approaches or as a part of more extensive growth sessions there are a number of techniques and approaches such as "Rolfing" which is named after its originator, Ida Rolf, which seek to bring the body to an optimal state of movement, grace, and economy. The process requires a trained rolfer and usually takes ten sessions.

"Theatre games" and "pantomines" are group activities which can be used by leaders with some training. There are a number of books in the area, and a leader who has a flair for the dramatic can easily learn the various techniques. These activities can be used to serve a multitude of training objectives. They also serve to integrate mind and body. Mime is one of the more sophisticated activities and takes considerable training. It has great potential for helping members of a group to become more conscious of their movements and actions as they become more aware of the self.

"Psycho drama" is an approach used by individuals with both training in the process and a considerable background in human behavior. It is an improvisational dramatic enactment of a problem or situation. Interaction is the heart of psychodrama. In some ways it is close to role playing, but the role of the leader or trainer is to be more therapeutic and deals more with psychic phenomenon than in role playing. Sociodrama is similar to psychodrama except that it deals with social issues rather than personality factors.

"Meditation" is still another means of mental and bodily growth. There are very simple exercises and approaches to this process as well as elaborate schemes and instructions for learning "a" or "the" way. Great claims are made for certain of the more classical forms and followers of specific schools, and one can spend a life time trying to achieve this type of expertise. However, some of the simple approaches can be very helpful in enabling persons gain greater self-awareness and perspective on their lives. Meditation is an activity one can do alone or in a group. Gertrude Stein's favorite places for meditation were not only her terrace at Bilignin but her bathtub. One of her dicta was, "It takes a lot of time to be a genius, you have to sit around so much doing nothing." Her doing nothing was the basis of meditation which prompted her writing.

Other experiential modes prevalent in training groups include Transactional Analysis and Gestalt Therapy. These activities do require trained and experienced leadership and when used effectively may have real potential for advancing interpersonal relations, personal goal achievement, and problem solving.

CHAPTER NINE

EVALUATING THE STAFF DEVELOPMENT PROGRAM

The evaluation of a program means essentially an assessment of the degree to which its objectives have been achieved. Therefore, there should be a clear statement of its objectives, expressed in such a way that the outcomes can be measured, if the evaluation is to be valid and convincing.

Naturally, the form of the evaluation differs with the scope and complexity of the goals and of the objectives which are to be measured. If the program is designed merely to create a supportive environment in which participants may express ideas and feelings freely and interact productively, the reaction sheets that are customarily handed out at the end of a one day conference may be adequate for evaluation. However, three limiting factors need to be remembered in connection with this standard operation: the reactions are ordinarily given immediately after the conference so that the carry-over into a reality situation is not measured; the perceptions are from one viewpoint only—that of the participants—and hence lack the objectivity of multiple perceptions; and the sample of respondents is skewed toward those with very strong reactions—pro or con. The mildly interested or

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slightly bored participants usually do not bother to hand in their reaction sheets. However, the proportion of those who did not react strongly is one of the important indices of success or lack of success of a program. The use of past event reaction sheets is a form of evaluation and if repeated through a later contact (mail) may provide most helpful information for continued program development.

Evaluation and feedback can come in many informal means. If books are discussed in a session and they are made available for participants to take, how many do take the books? The same is true for reading lists and other resource materials. Attendance at meetings, being late or leaving early, are factors that give clues as to how participants are responding to a particular program or event.

A more valid approach to evaluating the climate of a conference is to utilize one of the numerous instruments that have been devised for analysis of interaction, preferably one which measures both the quantity and the quality of the communication between trainers and trainees, and among the trainees.

If, on the other hand, the ultimate goal of the program is to change teaching attitudes and behaviors, the real evaluation is concerned with what happens after, not during, the conference when the participants return to their school or classroom. Analysis of changes in adult behavior and student outcome requires not only specific and measurable objectives but also a research design which attempts to isolate the influence of the staff development program from all the other influences which have had impact upon the participants during the period of training. This process is always difficult and often impossible. Frequently the participants experience pressures from various sources, such as changes in overall school policy and curriculum requirements, changes in school personnel at both leadership and colleague level, and new expectations and demands from parents and community, all of which either reinforce or countervail the staff development experience.

To measure the changes in school personnel, school policy, and student learning which are directly attributable to the staff development program ideally calls for a highly sophisticated and

scientific evaluation design. However, such an approach is beyond that which most individual schools are equipped in time and competencies to execute. Moreover, the program that is being analyzed is frequently organized in such a way that a formal research design is not feasible. Hence some accommodation may be necessary. If certain basic precepts are observed and the right questions are asked, simple documentation may provide important data.

Not only the available resources but the purpose of the evaluation (as distinct from programmatic goals and objectives) need to be considered. If the purpose is to evaluate the end product as an aid to future planning, the evaluation takes place at the conclusion of the program and ideally involves an experimental group (the participants) and a control group of those who have not received training of the sort being studied. This type of evaluation is referred to as "summative research" or "product evaluation."

If, on the other hand, the purpose of the evaluation is to redesign the program as it evolves so as to improve it, rather than merely to measure the final outcome, the analysis takes place during the process and is characterized by rapid feedback to both trainers and trainees. This type of evaluation is referred to as "formative research," "program analysis," or "process evaluation." Because of the necessity for rapid feedback, the design is less complex and less scientifically controlled than summative evaluation.

Both approaches—summative and formative—address themselves to certain basic questions, e.g.,

"What were the adults, the students and the educational setting like before the program was undertaken?"

"What changes did the program aim to make?"

"What were the activities or processes used in the staff development program to attempt to bring about such changes?"

"Against what criteria or standards is the outcome measured and by what means?"

"How are the data and their implications to be used?"

Since the research design varies with the complexity and far reaching quality of the ultimate goals, the process of goal-related, objective measurement can best be described through example. The ultimate goals of a staff development program might be: that the instructional personnel in a school begin to see themselves as learners, as inquiring people; and that they become more competent as teachers. One of the specific objectives relating to the first goal might be that the staff becomes more familiar with professional literature, but familiarity does not necessarily connote effective implementation. Familiarity, per se, may be measured by simple questionnaires and interviews about books read and their central themes, the frequency of the use of the library, and the focus of informal discussions. More crucial is systematic observation of the participants' classrooms, using an instrument which measures that aspect of the professional literature which was stressed in the reading list and reacted to in the informal discussions. The latter procedure goes beyond glib verbalization to actual practice.

An objective relating to the second goal—i.e., improving teacher competence—might be that various options for learning experiences be provided from among which children may choose. A simple approach is to use a checklist for analysis of the learning environment which may be administered by the teaching team—or the principal or preferably both. Less biased data may be obtained by including a neutral, outside observer among those whose perceptions are to be compared. Instruments are available which record not only the learning environment, but also how adults and students function within the setting, including the proportion of self-selected versus adult-prescribed tasks and the porportion of teacher dominated versus peer dominated activities.

It should be stressed that to evaluate the fulfillment of such broad and long-range goals as those cited above, many objectives have to be measured. The final step in the process is to interview the teacher who participated in the program so as to identify which of the training activities seemed to be most helpful in bringing about change and why, in the perception of the participant.

Frequently, on the other hand, a training program has very limited objectives, such as demonstrating the use of a certain method of teaching reading. Evaluation of such a goal measures a

single objective—i.e., that the teacher would learn to use that method effectively in the classroom.

On the other end of the continuum, when the purpose of the program is to change teacher attitudes, the evaluation process requires the services of highly skilled researchers, as well as psychologists with expertise in personality analysis and ego development. The principal, supervisor, must work closely with the visiting professionals to insure that the report to the staff resulting from the evaluation is presented in ways that are supportive and allows for appropriate growth.

Within this spectrum of approaches, the sponsors of the program may select the type of evaluation which is most consonant with the purposes of the program and the resources of the institution. If research-oriented personnel are available, a sophisticated and comprehensive evaluation design is possible, and in most cases, preferable. If, however, this expertise is lacking, a simple design can be effective, particularly in formative research leading to program improvement and self-analysis.

In the long run, everyone in the school should see evaluation built into his or her regular job assignment. This means developing a climate and value system which support evaluation as well as developing the competency to do it. It also requires a study of available instruments in order to select the appropriate system of observation and analysis. Two anthologies of observation instruments have been prepared by Research for Better Schools, Inc.: *Measures of Maturation* and *Mirrors of Behavior*. Hundreds of systems are described and illustrated therein.

In sum, evaluation, whether it consists of simple documentation or a sophisticated research design, should be pivotal in improving the program which is being analyzed and/or planning new programs that are experientially based.

If participants in a training group which lasts for a number of sessions keep a journal, excellent feedback is provided to the trainer. Individuals are asked to keep frequent writings of their reactions to the sessions, any reading they do, observations of others in the group, and an analysis of their own feelings, ideas, change, and concerns. The trainer reads the journals and writes

comments, having a sort of dialogue with the participant, before returning the journals. The journals are seen as confidential, only for the trainer and the participant to share. This process can be a powerful one for both the leader and the trainee.

CHAPTER TEN

THE PRINCIPAL AND THE MAINSTREAMING PROGRAM SUPPORT THE LEAST RESTRICTIVE ENVIRONMENTS FOR CHILDREN

There is a vigorous urgency in the land today which parallels and stems from the Civil Rights concerns of some years ago. Children who have been classified or described as handicapped with one label or another, either by a process with professionals or through more spurious environmental stereotyping are to have equal opportunity in American education. Some see the ensuing controversy as cogent polemics responding to political pressures, others as demanding a kind of spiritual heroism in teachers who may be overburdened by large class sizes, and still others view the advocacy as a true humanist's response to the tyranny of years of neglect of a segment of the human population.

The school principal must recognize that with the enactment in 1975 of Public Law, The Education for All Handicapped Children Act, Congress reaffirmed the rights of all those handicapped persons who have been excluded from regular education activities for whatever reasons. The provisions of the law are not directed against special education and related services but rather address and aim to redress some prevailing practices of school systems in their delivery of special education to handicapped children.

The much publicized Education for All Handicapped Children Act—Public Law 94-142, is becoming a reality in some

schools. Thomas K. Gilhool, in references to this law passed November 29, 1975, made this statement: "I see in the developing law the propositions that every child is special, each must be approached in a common setting and with common regard, and each is entitled to his needs and wishes and to the realization of his capacity and wishes. I believe we will see, in the months ahead, straightforward, pure integration suits of the traditional variety by handicapped students... The fruits of those suits, of course, will be poisoned if they yield merely integration into mutual sameness; they will be enriched only if each child in all of general education is seen as special and is provided an education tailored to help her/him."*

School principals' values and attitudes, knowledge and commitment which mark their daily performance of duties, the willingness to channel or provide technical support and foster interpersonal understanding among staff, parents and children, will largely determine the extent to which handicapped children realize their rights to an appropriate education within the school system.

Although this volume has focused on the principals' role in fostering growth in a school staff, this chapter takes a broader look at one of the new program areas school principals must develop in their schools. It requires a new set of competencies—knowledge, attitudes and values, and performance skills. Some of these include staff development functions, but the scope is much broader. Here are some leadership competencies related to principals' roles and functions in implementing PL 94-142—equal rights to education for Handicapped Children Act.

The Principal:

I. **Promotes and represents the developing trends and issues which affect their schools.**

Knowledge: Understands the societal and legal background which is the basis for PL 94-142;

*Gilhool, Thomas K., "Changing Public Policies: Roots and Forces," in Mainstreaming: Origins and Implications, edited by Maynard C. Reynolds, p 7. Reston, Virginia: The Council for Exceptional Children, 1976. Also in Minnesota Education (Vol. 2, No. 2, Spring 1976).

	Knows the Federal and State requirements for evaluating and placing handicapped children;
	Understands the key concepts of PL 94-142 and its application for their schools (within the context of local procedures);
	Understands the need to keep abreast of the resources: financial, personnel, and educational, which may be available to their schools;
	Understands the complexity of decision-making procedures for evaluating, placing, and developing Individualized Education Programs (I.E.P.'s) and monitoring services for children with handicaps.
Values and Attitudes:	Believes in the rights of all children to maximum educational opportunity;
	Believes school personnel must endeavor with all resources available to have effective education for all children;
	Believes that effective education may result from the heterogeneous grouping of children with a range of learning needs and strengths.
Performance:	Communicates the basic knowledge and beliefs through discussions, reports, questions, illustrations;
	Demonstrates via discussions, reports, questions, and presentations an understanding of the law;
	Initiates and fosters the preparation and dissemination of informational and instructional materials for the staff.

II. Fosters and engages in staff development programs which enable staff members to work collaboratively and systematically in meeting the special needs of handicapped children.

Knowledge:	Understanding of the key concept of PL 94-142: "Due process of legal protection;"
	Understands that the success of Mainstreaming depends largely upon the ability to help all teachers develop positive attitudes and workable programs augmented by necessary support personnel, facilities and materials;
	Knows the key role functions available to self in responding realistically to staff resistance to Mainstreaming;
	Understands the various needs of handicapped children in order to determine which groups of children or individual children may best learn in which of the available environments in their schools;
	Understands adult learning and development concepts;
	Knows the principles and processes which enable adults to learn.
Values and Attitudes:	Believes in the ability of all staff to learn to work effectively with a wide range of children in the classroom;
	Believes that the total school setting and staff can be geared to the needs of children.
Performances:	Plans and executes effective individual and group processes which promote professional development;
	Fosters and becomes involved in staff development, seeks to provide resources, personnel and materials, and

coordinates and clarifies the interlocking organizational components necessary to deal with the practical side of Mainstreaming;

Demonstrates skill in delegating and distributing functions among interested and competent local staff persons;

Plans and negotiates pupil assignment patterns with individual teachers or teams, and seeks to compensate those teachers by balancing assignments and coordinating their normal work load with their additional work load in Mainstreaming.

iii. **Encourages and supports the development of appropriate and instructive learning environments for handicapped children.**

Knowledge: Understands the key concept of PL 94-142: "Least restrictive alternative;"

Understands the key concept of PL 94-142: "The cascade concept" prevailing program alternative;

Understands the key concept of PL 94-142: Individualized Education Programming.

Values and Attitudes: Believes that although schools may not have all the resources to respond fully to the implications of the intent of the Law, every effort will be made to carry it out as fully as possible.

Performances: Communicates and reevaluates the current practices and programs which are provided in their school setting for special needs children;

Demonstrates competence and interest in utilizing the services of supervisory and consultant specialists;

Communicates the "needs opportunity" dilemma (how to meet individual needs within mainstream classroom) with solid information derived from classroom observations and readings;
Identifies entry points and approaches to alter and improve opportunities for special needs children;
Seeks to provide space and time for the teachers to adopt and develop special instructional materials.

IV. Assists teachers in understanding a variety of assessment instruments and procedures.

Knowledge:
Knows the issues and arguments related to non-discriminatory assessment;
Knows the issues and arguments related to the classification of minorities in "Educable Mentally Retarded";
Understands the exclusionary and the academic predictive uses of psychometric tests, as well as their possible use for diagnostic and individual program development.

Values and Attitudes:
Believes that differences are natural to the human condition;
Believes in and affirms the notion that human similarities as well as human differences can be potential sources for creating an interesting and rich school environment;
Believes that evaluation instruments and procedures should fairly reflect the language and cultural norms of the child's primary social milieu. Personnel administering tests should be keenly aware of the effects of language and cultural attitudes on intellectual behavior;

Believes that tests and other evaluation devices should inform the educational needs of children for improved instruction and learning.

Performances: Demonstrates via various modes of communication reports and illustrations, knowledge of current evaluative placement procedures;

Analyzes and characterizes the prevailing circumstances within the school;

Encourages the development and use of evaluation instruments which more accurately measure the learning behavior of their particular school population;

Collaborates with specialists from the Central Board in instituting accountability systems for scheduling and organizing instruction, and recording necessary information.

V. **Plans and implements new organizational structures which permit cooperative processes and relationships between the school, home and community and the Central Board of Education Department for Special Education.**

Knowledge: Understands the key concept of PL 94-142: "Procedural safeguards," inter-disciplinary team approach to evaluation, placement and Annual Review;

Understands the options available to parents.

Values and Attitudes: Believes that new organizational approaches can facilitate the development of the program.

Performances: Plans, recommends, and elicits from concerned parties organizational structures which facilitate communication and participation by the ap-

propriate persons, teachers, parents, specialists, and children;

Communicates effectively to parents the school policies and practices related to all children and their right to an appropriate education;

Learns and understands the prevailing community attitudes toward handicapped children, including the school community.

VI. **Manages the school plant and facilities, understands and communicates the architectural advantages and limitations of their buildings**

Knowledge: Understands the implications of Section 504 of the Rehabilitation Act of 1973. This act was signed into law September 1977 and its requirements (access to buildings and facilities by physicially handicapped persons) applies to all institutions receiving financial assistance.

Values and Attitudes: Believes the physical space of the school should accommodate and facilitate the physical mobility needs of the student and adult population using the school;

Believes the space of the school should build the sense of safeness for handicapped students and allow them to develop confidence and competence in moving about physically in the school building.

Performance: Monitors the transportation services of handicapped children;

Communicates about the architectural and safety features of the building with all appropriate personnel;

Acts to make school safe and architecturally appropriate for handicapped.

VII. Understands personal attitudes toward handicapped individuals, as well as personal levels of strengths and limitations

Knowledge:	Looks carefully and openly at his or her possible personal difficulties in dealing with physically handicapped children;
	Understands the need for attitudinal changes among the general education people in order to successfully develop a Mainstreaming program within the school.
Values and Attitudes:	Believes that all school personnel must have a common understanding of the ultimate goals of the school and share a commitment in achieving these goals;
	Believes that the shared goals of the school may be achieved by the effective utilization of the collective and specialized strengths of school personnel.
Performances:	Discusses honestly with trusted colleagues personal attitudes in response to the handicapped;
	Works to organize supportive group discussions and learning sessions where members of the school may deal with their fears and inhibitions toward physically handicapped children in open and non-sanctioned ways;
	Deals actively and appropriately with challenges to his/her belief system regarding the effect and adoption of Mainstreaming upon the entire school;
	Defends positions, using case illustrations and other evidential material.

APPENDIX ONE

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